

TO His Excellency the President and the Hon. Members of the Committee of the Royal Institution for promoting Learning in Canada.

THE MEMORIAL OF A. G. DOUGLAS, Captain on Half Pay Nova Scotia Regiment.

HUMBLY SHEWETH,

THAT since the year 1816, when the Regiment of Nova Scotia was reduced, your memorialist successively applied to General Wilson, to Sir J. C. Sherbrooke, and to His Grace the Late Duke of Richmond, with propositions to establish a military school in this Country. Your memorialist has reasons to believe that the three Governors abovesmentioned did not disapprove of his plan; a circumstance probably known to some of the members of your Honorable Committee.

The plan proposed by your memorialist was the following: that government should grant a public building, appoint a Superintendent, an Adjutant whose duty should be to be present at the *Reveille, the Meals, the Recreation and Tapin*, some steady sergeant majors who should assist the Adjutant and sleep near the rooms of the students, and the necessary number of servants from the Regt. in garrison, who could be easily replaced in case of misconduct.—The establishment should have been placed in or near a Town where ministers of the Two Religions could be procured, and the doors always opened to those gentlemen, when they should wish to admonish or the students of their persuasion. The sons of Catholics should not be admitted until they had received the *Sacrament*; which supposes that they are masters of their tenets, and the vacations were to take place in Lent, in order to save the inconvenience of two Tables.—The better to consolidate this kind of concordat, the professors were not to live in the college, nor have any thing to do with their pupils except at the hours of instruction. This mode would be productive of other advantages; it would, by allowing the professors more time, enable them in some instances to teach several branches, and whatever might be their Religious opinions, they could not excite the jealousy of each other, nor of the parents of Catholic or Protestant Scholars. The interior discipline would have been then entirely left to the staff and to the officers and non commissioned officers created among the Students by rotation, and in consequence of their good conduct.—Your memorialist recommended that government should grant fuel and rations to the whole establishment on the same manner as it is done in the army.

The advantages which your memorialist expected from his proposal, he trusts, will be evident to your Excellency and your honors. The difference of Religion has hitherto been the principal and indeed the only obstacle to education in Lower-Canada. In forming a military school on the proposed plan, the two Clergies remain in *Statu Quo*, that is to say that without interfering the one with the other they will certainly remain what they ought to be, the masters, the directors and the superintendants of the tenets of their respective faith, whilst government will take public education in its hands, a great advantage to a Colony, whose subjects have hitherto been obliged either to send their sons to England for education at a great expense, or at a greater risk to the United States: for it is not probable that their sons will learn among our neighbours how to respect and cherish the constitution under which they were born.—A military school conducted by a veteran accustomed from early life to obey, unacquainted with Theological disquisitions, and whose profession is order and discipline, must be the proper place where every thing tending to excite controversy should immediately be discountenanced; which will be the means of conciliating and riveting the interests of the two Clergies.—A military school presents advantages entirely unknown in common schools and even colleges; for here the scholars will find a manly treatment, a treatment of a gentleman, since corporal punishment may be entirely avoided by extra duties, loss of rank, protracted promotion, confinement, public and private expulsion.—In a military school youngmen have the advantage to learn at once to obey and how to command, and when they enter the world they bring along with them a proper sense of subordination which makes them respectable and happy, such an education would besides create friendship among the students, and diminish party spirit among their fathers, the whole system being in conformity with his Royal Highness the Prince Regent's orders, who has been pleased to determine that every man in the army will be allowed to pray God as he has been taught.—Our neighbours have considerable establishments of that kind, and nobody believes in the United States that a boy is bound to be a *Soldier* because he is educated in a military school.

Such was the plan proposed to our three last governors, and such were the arguments in support of it; but your memorialist never had occasion to explain his intended system of education. The discussion which has lately arose on this subject, and the lucky circumstance of your Honorable Committee having been appointed, for putting into execution the paternal intentions of our Gracious Sovereign towards these provinces, induce your memorialist to enter into some more details.

Let the Lancasterian system be preferred to the Madras system and *Vice Versa* it matters not: but it is a fact that mutual tuition is of the greatest advantage for promoting learning; and perhaps more applicable to sciences than to reading, writing and account, yet great prejudices exist in the country against its introduction. The objections arising from religious motives will easily be overcome, as there can be no controversy in agreeing upon principles and modes in primary schools. The strongest objections come from the lower class of the people, they all believe that their sons when under a master must be taught by this master, only by this master and continually by this master. This prejudice would disappear, should your Excellency and your Honors think proper to adopt this plan. The sons of gentlemen of the two provinces would come to this establishment and though the example of the great have often been detrimental to their inferiors in this case at least it would be greatly beneficial.—Books have hitherto been considered as the vehicle of instruction; but it is sincerely wished that this idea should appear so false to others, as it does to your memorialist. There are so many ways of studying a book, indeed as many as there are heads. We have all of us learnt from books in our young days. Let us remember what we did feel. Our time was distributed into classes and studies, that is to say the master in the class heard our reasons, examined our compositions, explained for the next day &c. &c. &c. in the time of study we were left to ourselves, very bad company indeed. Only remember the wildness of our imagination at that age, the hopefulness of youth the natural hatred to work as a punishment imposed upon men, and let us thank God if we know even how to read. Your memorialist would therefore propose that all books, except those absolutely necessary for the acquirement of Languages, should be at first excluded from the hands of these students; that the masters should deliver their lessons on geography, history, mathematics &c. &c. &c. in the form of lecture, taking care to have them repeated each time by a number of their pupils. This mode commands attention, whilst studying in books is too often an apology for absence of mind. During the time dedicated to study, the scholars should write down what has been told them in the precedent lectures: their performances should be often inspected, and they should be obliged to amend them, when wrongly made, in the time of their recreation. When the scholars would be advanced in any branch of instruction, Books on the same subject should then be put into their hands; they would understand them and esteem them better, having had the advantage of creating their own theory, of accustoming themselves to write on different subjects, and of acquiring more logical knowledge in a few years than all the sons of Aristotle formerly did in all their life.

It is not astonishing that so many gentlemen even those who have received the best education, should appear every day so deficient in Geographical and historical knowledges we would cease to wonder, should we observe that these two sciences are taught separately: a *Basin* of Kingdoms, Capitals, Rivers, Lakes, mountains &c in the one side, and a dry nomenclature of Heroes, Battles, Treaties of peace, crimes and follies in the other: all these things are connected in nature; in separating them we have created confusion. Let then the two sisters Geography and History go together, and slowly. Let the master of Geography after having explained by the use of maps and globes the definitions of that science open a large Tableau. Where he will successively put Kingdoms, Rivers, Towns &c with a proper explanation of their climate, productions &c. Let the master of history come afterwards and tell the students what did pass on those spots. Let them begin on a general plan which they will detail *gradum* till they fill up the Tableau. Your youngmen will thus acquire in a few years, the knowledge which becomes the Statesman, the merchant and the philosopher.—Drawing ought to be to the sciences what hand writing is to the Belles lettres, and consequently youngmen must be debased from painting flowers, landscapes &c till they can make a proper use of their rule, compass, pencil and brushes, that is to say, till they can draw maps, plans, profiles and elevations of civil and military architecture and of all kind of machinery. Let us observe that drawing like all other fine arts brings with it its dangers; much time is often lost to no purpose; for a few virtuosi that Italy produces, a number of beggars torment their fellow creatures, no doubt because they began life by scratching on the Guitar. As to mathematics your memorialist does not fear to assert that in France where the *Tableau* was in use, where Treaties had been simplified (Books being still in fashion) the number of youngmen *Knowing* mathematics greatly exceeded that of the same class in England, and should it be objected that England has produced great mathematicians, it might be answered that their genius helped them more than the method. Mathematics ought to be taught with daily application to keeping accounts, surveying, civil and military architecture and the most essential parts of astronomy, navigation, natural philosophy &c a good master, will easily find out that all these essential parts of knowledge may be acquired without entering too deep into the science of mathematics. In fact masters can make neither a mathematician nor a poet,

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Professors might easily be found even in this country. It is an error to believe that scientific men are the best calculated to teach; too much occupied with the transcendent parts of the science, they generally despise the Elements, while youngmen of promising talents might be trained to the proposed method with daily improvements. Only pay them well in money, and above all with the proper respect due to their profession; This last reward is the cheapest and the best calculated for promoting sciences.

Your memorialist begs leave to cite a sentence of Montesquieu, to which he fears proper attention has not yet been paid. "L'Education des anciens avoit une avantage sur la noire, elle étoit jamais démentie. Epamondas la dernière année de sa vie, disoit, recoutait, voyoit, faisoit, les même choses qui dans l'âge on il avoit commencé d'être instruit... aujourd'hui nous avons trois Education différentes ou contraires, celle de nos peres celle de nos maitres, celle du monde; ce que l'on nous dit dans la dernière renverse toutes les idées des premières." These few lines are worth the best treatise; they show that the treatment of the masters must closely imitate those of the parents, that children must not be unnecessarily troubled; on the contrary that all means ought to be adopted to render study more agreeable and easy for them, which will be the case if we change timously their Exercises if we excite their emulation, and attend to their morals and health. These lines shew likewise that young men are to be educated for the world since they are to live in it, and the proposed course of Education will enable them to enter with advantage at the age of 18, as University, a Regiment, in a Counting house, a Seminary for the Clergy, &c. &c. for a military school such as your memorialist has the honor of recommending, is not, as might be supposed, a seminary for instructing in the tactics of war exclusively. It has indeed nothing particular, only so far as mathematical science is applicable, But obtains its appellation merely from its interior polity.

The following estimate though a mere approximation, will show that the receipt will exceed the expenditure, and that government might increase the establishment after a few years, so as to favour those who having well deserved of their country are unable to pay the whole of the sum required for their children's education.

TO A Superintendent	...	...	...	...	£
An Adjutant	...	...	...	...	182	10	0	By 100 Cadets
5 Professors £300 each	...	...	...	...	1000	0	0	at £50 per
An Agent (a merchant of the town)	...	...	...	...	100	0	0	annum
A Doctor (a practitioner of do.)	...	...	...	...	100	0	0	£5000
A Clerk	...	...	...	...	80	0	0	
A Sergeant Major as Stewart at 3 Shillings per day extra pay	...	...	...	...	54	1	5	
2 Ditto to help the Adjutant at 2 Shillings per day extra pay	...	...	...	...	73	0	0	
8 Servants, One Taylor and 2 Drummers included, 1s per day do.	...	...	...	...	148	0	0	
A Launderess	...	...	...	...	40	0	0	
Washing (by contract)	...	...	...	...	300	0	0	
To Government for the Rations of 100 Cadets for ten months	...	...	...	...	760	8	4	
To an augmentation to their mess and comfort.	...	...	...	...	760	8	4	
					3397	1	8	
					Balance	1608	18	4
						5000	0	0
								£5000

It will appear by this statement that the balance in favor of government will be £1608-18-4 per annum from which the pay of the Superintendent must be deducted, and the expenditure is such that it would not be materially augmented even at an increase of 100 Cadets. Books, Maps, Instruments, and stationery may be procured on the savings of the first year, these objects being of a durable nature.

The accounts of the Superintendent and Agent would be checked the one by the other, the agents receiving the money from the parents and delivering it upon orders signed by the superintendent.

Two professors (in the intended system) will be able to teach English, French, Latin, Geography and History. The teaching of languages requiring very little or no preparation at all from a master. The choice of the drawing and mathematical masters must be particular; the former is not required to be so much of the artist as of the gentleman sorely versed in the several branches to which drawing is to be applied; and even this he will acquire provided his Education should have been good; The latter is to be chosen on the same principles. The fifth professor should deliver lectures on the several sciences to which the two last masters would have gradually prepared their scholars. This number of masters will not appear too small, should it be observed that the cadets are not to receive daily lessons in every branch, as a well regulated change of exercises will certainly augment the progress, by the relaxation it gives the mind. Cadets ought not to enter or leave the establishment without an order from the Commander in chief. They are to bring their bedding, linen, and clothing, which is to be uniform, and their parents will pay six months in advance for their Education.

Should your Excellency and your Honors be disposed to put confidence in a man whose education has been nearly that which he now proposes to introduce having been brought up in a military school, 12 years in the French and Spanish artillery, 20 years in the English service, 9 of which he was an adjutant of the Royal Military College in England, Your memorialist would repeat the tender of his services, but for the few years only which would be necessary for him to make the machine go. Having lost four years in fruitless expectation, being past 50 years of age and the father of a very young family, your memorialist thinks that his first duty is now to attend to their welfare.

And your memorialist will as in duty bound never cease to pray for your Excellency and your Honors

A. G. DOUGLAS.

River du Loup, District of Three Rivers, 29th February, 1820.

Since the above was printed a friend put into your Memo-
- Habit's hands a report made to His Majesty The Emperor of
Prussia (Edinburgh Review December 1818) on Mr. Gallenberg's
Establishment at Wollayt, and your Excellency and your
Honors will find by this report that the principles of the
Gentleman differ but very little from your Memorialist's
proposals.

A. G. Douglas



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